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ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on reading programs for gifted readers is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

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Learning Package #28

Reading Programs for Gifted Readers

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

Reading Programs for Gifted Readers

(All references are fully documented in enclosed bibliography)

by Norma Collins

Lecture

As we begin our discussion of reading programs for gifted readers, we are faced with several questions. Who are gifted readers? What kind of instruction is optimal for gifted readers? Do gifted readers require distinctive educational programs? Questions such as these have been posed since the inception of gifted education. These issues, as well as issues of the identification of gifted learners and implementation of accelerated programs are discussed in many of the references cited in your bibliography. You are encouraged to use these citations for additional information.

This introduction is taken from a document published by Margaret McIntosh, who claims that the gifted learner is in need of a specific kind of reading instruction, and that the able reader is often overlooked in traditional reading programs.

McIntosh reports in her study that able readers have interests in reading that distinguish them from other readers. Preferences include science, history, biography, travel, poetry, and informational texts like atlases and encyclopedias. For this reason, proponents of gifted education argue that gifted readers must have a differentiated reading program. This issue is raised later in

the lecture. Please think about the statement in light of your personal and professional experience with gifted readers.

In reviewing the professional literature on reading instruction for able readers, several recurring themes emerged. The following statements represent the kind of thinking that surrounds reading instruction for the gifted reader. You may respond to the statements in your reaction paper.

1. Gifted readers usually master basic reading skills by the time they come to school and are ready for complex concepts at an early age.
2. Gifted readers tend to have an internal locus of control. They believe that achievement is the result of their own ability and behavior.
3. Gifted readers need instruction in reading that is different from a regular classroom program.
4. Instruction for able readers should focus on developing higher cognitive level comprehension skills.
5. Teaching reading to gifted readers require more than a skills-oriented approach. .
6. Books for gifted readers should be selected on the basis of quality language. Books that use varied and complex language structures are a primary source of cognitive growth.

7. Reading programs for gifted readers should foster a desire to read.

8. A reading program for gifted readers should include a variety of reading materials and strategies which are based on the present needs and demands of the reader, not on the chronological age or grade level.

It will be evident from the ensuing discussion that instruction for gifted readers must go beyond the traditional basal program. It will also be evident that the focus of reading programs for gifted readers is on critical and creative thinking.

According to the research cited by McIntosh, critical reading goes beyond the level of comprehension; it requires the reader to evaluate material and ascertain its worthiness, reasonableness, and usefulness. Through critical engagement with text, gifted readers are encouraged to view reading as a thinking process, as well as a language process.

Creative reading is the epitome of higher level reading. Going beyond critical reading, creative reading invites an imaginative interaction with print. New ideas are originated, examined, and applied. Teachers of gifted readers can help readers interact with texts in ways which will promote critical and creative reading. Encouraging wide reading confirms for the gifted reader that reading is for learning and enjoyment.

The first article we will discuss is entitled, "Developing reading strategies for the gifted..." by Gary Bates. Bates takes a strong position on what "works" with gifted readers and what does not. I hope you can share this article with a colleague or group of colleagues and examine both sides of the issue presented by Bates.

In brief, Bates ascertains that reading programs for gifted readers must differ in concrete and specific ways from programs for average readers. Citing research on gifted students' learning style characteristics, learning style preferences, and teaching method preferences, Bates encourages teachers of gifted readers to abandon traditional instructional practices and replace them with ones he deems more appropriate.

For example, the author contends that a frequently used strategy known as the Directed Reading Activity, is not appropriate for gifted readers. Because of the gifted students' preference for independent study, use of tactile and kinesthetic senses, and discussion versus lecture, Bates argues that the Directed Reading Activity should be replaced by the Directed Reading-Thinking

Activity (DR-TA) which gives the reader autonomy in the reading process.

Bates suggests that traditional study guides and reading guides also contradict what he calls the gifted readers' profile and must be adapted for use by gifted readers. He encourages teachers to have gifted students construct their own guides, which can later be used as learning aids for other students.

The third reading strategy often used by reading teachers that comes under scrutiny by Bates is the Guided Reading Procedure. This is considered inappropriate because of its teacher-directedness and emphasis on group learning which Bates posits is contradictory to how gifted readers learn. The author suggests an alternative to this procedure which he calls the Request Procedure. In this activity, students take an active role in improving their own comprehension skills. It is designed for independent, self-directed learning.

Please respond to Bates in a short writing of your own. Is Bates on target with his profile of the gifted learner? Do you question any of the assumptions he makes, based on the formal and/or informal data you have collected on gifted readers in your classroom? In a 15-20 minute freewriting, explore the question, "How does the gifted learner profile presented in the article by Gary Bates compare with what you know about gifted readers? When you freewrite, write quickly and use the writing to explore

your thinking. There is no correct answer and the only requirement is that you keep the pen/pencil moving for the required amount of time.

The second article for discussion is entitled, "A Literature Program for the Gifted: Gifted Writers + Gifted Readers = Positive Reading attitudes." The authors, Bartelo and Cornette pose the question: Are existing reading programs acknowledging the needs and interests of able readers? Are gifted readers increasing the amount of time they spend reading? The research cited in the article supports the inclusion of literature in a language arts program as a way of stimulating gifted learners and increasing the amount of time they spend reading.

A study was described in the article where a group of gifted sixth grade readers were selected to participate in a literature enrichment program. Students were exposed to a wide variety of materials rather than working through the basal reading series. They were involved in mini units on folklore, archaeology, poetry, etc., and learned how to read materials critically. Students read interpretively in order to share their thoughts about the material in small group discussions and develop creative projects to elaborate the information they gathered from their reading. The author showed how a wide range of activities can be used to extend the basic curriculum.

At the end of the study, the students in the enrichment group reported an increased understanding and appreciation of literature and an increase in time spent reading. By making reading less of a skills-related activity and more of a personal act of involvement, gifted students' attitudes were improved toward reading. The author contends that "the methods and techniques used in teaching reading to the highly able and gifted reader play an important role in determining the success of a reading program." (p.9) The questionnaire that was administered to the experimental group of gifted readers is attached to the article. Perhaps a variation of this instrument could be constructed for use in your classroom. Something of this nature could be part of an application project, if this is a subject of special interest to you.

An extension of Bartelo and Cornette's thinking is presented by a third article in your packet entitled, "Literature, Comprehension, and Gifted Readers." It contains a guide for instructing gifted readers through the use of children's literature. Author Helen Howell provides strategies for teaching the elements of story to gifted readers, moving from wordless picture books to books with equal pictures and text. She ends her discussion of how to use children's books with mature readers and promote conceptual development as well as create enjoyment of reading for readers at all levels.

You will hopefully find the examples used by Howell with specific pieces of literature to be quite helpful. Howell demonstrates how to teach from literature as well as how to foster a love for literature. Skills such as inferencing, predicting, analysis, sequencing, viewpoint, etc. are reinforced through books that provide "probing and creative thought" (Howell, p. 8). The list of follow-up activities is invaluable if you agree that the act of reading must be made memorable.

Activities such as drawing, drama, writing, storytelling, and story comparisons promote personal engagement with texts. These events extend the act of reading and promote higher cognitive levels of comprehension and instill a desire to learn. The last activity presented by Howell includes organizing a book club. This may be fun to incorporate into a reading program if you choose to do an extended study from this learning package.

The last article we will discuss is written by Jack Cassidy and addresses the idea of inquiry reading for gifted readers. Cassidy describes a method of investigation for gifted readers that involves conducting independent research on a self-selected topic. Students are involved in a four week study that is designed to promote critical reading, writing, and thinking. The author maintains that independent study is essential to the cognitive growth of able readers.

Students in grades 3-6 who were selected to participate in the independent research program used the time that was normally devoted to instruction in the basal series to conduct their investigation. The article explains how this program is organized and provides a lesson plan for the teacher who would like to experiment with inquiry learning.

This is a project that has appeal to many, but comes with its own set of problems. An obvious stumbling block for many classroom teachers is the amount of time it takes to work individually with students. An even larger question has to do with independent learning. Language researcher, Vygotsky, contends that language growth occurs when the learner is encouraged to go beyond his or her present cognitive level by interacting with a teacher or a more capable peer. Thus, what a student is able to achieve on his own and what the learner can do potentially with assistance and/or guidance is an important link to learning. An gifted reader who is left entirely to his or her own work may miss the opportunity for cognitive growth. A gifted reader engaged in the inquiry approach who is working closely with the teacher, sharing with peers, or conferencing with an adult is likely to experience the best the inquiry approach has to offer. The student who works alone from beginning to end with little interaction and indirect instruction will have a different set of experiences. What

Teaching English to the Gifted Student

A recent upsurge of interest in gifted students has prompted parents, teachers, administrators, and students themselves to inquire about relevant programs in English. This digest examines both earlier literature on the subject and two current programs to discern criteria used for identifying gifted students for English and language arts programs, principles for developing effective English and language arts programs, particular resources and programs in English and language arts for gifted students, and possible methods of evaluating gifted students and programs.

How Should Gifted Students Be Identified?

Definitions of gifted/talented students are numerous. Many are similar to that in the 1978 House of Representatives resolution on education, which defines gifted students as "children, and, where applicable, youth[s], who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic or leadership ability, or in the performing and visual arts. . ." (ERIC Clearinghouse on Handicapped and Gifted Children 1978).

The use of only grade point averages and IQ scores to classify students as gifted/talented has led to growing concern about procedures for identifying gifted students. Howard Gardner, noted Harvard neuropsychologist, has suggested that although the IQ test measures the *linguistic* and *logical/mathematical* intelligences, it does not account for at least five more: (1) the kinesthetic, (2) the musical, (3) the spatial, (4) the interpersonal, and (5) the intrapersonal (Scherer 1985). Clearly, methods other than IQ tests and grade point averages must be used for identifying gifted/talented students for English and language arts programs. Warnock and Holt (1985) further note that gifted/talented students include not only students who do well in school but others who may not do well and who may not display easily observable talent.

William W. West expresses a similar point of view. In *Teaching the Gifted and Talented in the English Classroom* (1980), West not only identifies obvious characteristics of the verbally gifted, such as reading avidly, writing frequently and fluently, and participating in oral communication activities, but also stresses the importance of observing students who exhibit signs of disruptive behavior, pointing out that these students may simply be bored or unchallenged.

Criteria for determining gifted/talented students for exemplary programs vary, as may be seen in two programs cited in 1985 by the National Council of Teachers of English as Centers of Excellence. Students identified as gifted/talented for the Eleventh Grade Honors English program at Temple High School (Temple, Texas) are selected chiefly by means of grade point average, writing skills, and teacher recommendations, although IQ scores are also considered (Post 1986). At Princeton High School (Princeton, Illinois), admission to the five-course Independent Study Curriculum is based on a number of criteria. These include not only grade point average and an intelligence test, but also a critical thinking evaluation (Watson-Glasser Critical Thinking Appraisal), achievement test scores (SRA and Gates-MacGinitie), and two teacher evaluations (Scher 1986). Clearly, some successful programs for the gifted in English and language arts do not restrict admission criteria to IQ scores and grade point averages.

What Are Some Key Principles in Developing an Effective English and Language Arts Program for the Gifted/Talented?

Tuttle (1979), writing about English programs for gifted students, identifies four principles for developing an effective program.

1. Design a curriculum that builds upon the characteristics of the intellectually gifted. While all students need to develop "basic skills," gifted students can often acquire these as they develop their other, more advanced abilities.

2. Provide for continuity. Teachers and administrators at all grade levels should arrive at a consensus regarding the different components of the program and the procedures for carrying it through the grades.

3. Select teachers on the basis of their ability to work with the intellectually gifted and the talented. These teachers should be vitally interested in the gifted, highly intelligent, and emotionally secure, and possess advanced knowledge of their subject matter.

4. Evaluate success within the program on the quality of the work produced rather than by tests of mastery of lower-level skills. This will often necessitate the design of new evaluation instruments and procedures, since most of the tests we currently use measure acquisition of knowledge rather than ability to apply knowledge in creative ways.

These principles may be applied to the development of English and language arts programs for gifted students. As Scher points out, "A gifted program not only gives students a sound foundation in verbal, reading, and critical thinking skills but allows them to use these skills in an interdisciplinary fashion."

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What Specific Resources Exist for Teaching English and Language Arts to the Gifted/Talented Student?

A number of publications may assist the English and language arts teacher in identifying gifted/talented students and developing an appropriate program for them. For example, the text by West mentioned above not only explores the identification of gifted students, but also suggests classroom activities that will allow teachers to gain insight into students' verbal fluency, originality, flexibility, and ability to elaborate, synthesize, and reach closure. A design for a lesson sequence and an example of a teaching sequence are included, as well as suggestions for selecting unit themes.

Jane D. Reed's *Teaching Gifted Students Literature and Language in Grades Nine through Twelve* (1978) discusses topics related to English programs for gifted high school students: philosophical principles, the study of literature, specific examples of subject matter content in literature, the relationships among various phases of language, descriptions of kinds of gifted English students, procedures for conducting literature and language programs for the gifted, and the evaluation of English programs for the gifted student.

How Should Gifted Students and English and Language Arts Programs for the Gifted Be Evaluated?

Gifted students, like any other students, must be evaluated. Although it is possible to use traditional methods of evaluation, more innovative methods are also appropriate. Not all practitioners agree, however, on the best methods of evaluation. Scher says that students in the Princeton (Illinois) High School program are not given objective tests, since they have already demonstrated their ability to do well on such tests. Instead, evaluations are based on the writing process, with precision and accuracy as primary evaluation criteria. Students enrolled in a research and analysis course must apply their knowledge of logic, reasoning, and research methods to an investigation of their choice and produce a project in a form compatible with the topic. Students must also make public oral presentations of their findings and answer questions from the audience.

Reed (1978) notes a method of evaluation in which the teacher evaluates not only individual students but also the program itself by carefully observing the class during the course or during a unit to determine whether or not students are progressing satisfactorily. One technique involves having each student maintain a manila folder containing descriptions of projects in progress or completed, lists of things read, and written papers that have been graded. These folders will allow the teacher to do a simple check of the accomplishments of each student.

Program evaluation is often conducted through external tests, from standardized achievement tests, to SAT verbal test scores, to advanced placement tests. Reed cautions, however, that such tests are imperfect tools in the evaluation process and so should not be heavily considered.

Evaluation can also be conducted by having students evaluate a course while they are participating in it. Although student surveys may exhibit some bias, they are worthwhile because gifted students tend to be able to cite strengths and weaknesses of programs in which they participate. Finally, program evaluation may be conducted after students leave school by sending evaluation forms to past students or by interviewing them.

Deborah Fox, ERIC/RCS

References

ERIC Clearinghouse on Handicapped and Gifted Children. *ERIC/EC Newsletter*, ed. Jean Nazzarro, 2 (Spring 1978).

*Post, Linda Williams. Telephone interview, March 4, 1986.

Reed, Jane D. *Teaching Gifted Students Literature and Language in Grades Nine through Twelve*, updated edition. Sacramento: California State Department of Education, 1978. ED 157 075.

*Scher, Bruce E. Telephone interview, March 4, 1986.

Scherer, Marge. "How Many Ways Is a Child Intelligent?" *Instructor* 94 (Jan. 1985): 32-35.

Tuttle, Frederick B., Jr. "Providing for the Intellectually Gifted." *SLATE Starter Sheet* (Oct. 1979).

Warnock, John, and Sue Holt. "Gifted and Talented Education." *SLATE Starter Sheet* (May 1985).

West, William W. *Teaching the Gifted and Talented in the English Classroom.* Teaching the Gifted and Talented in the Content Area Series, Fred B. Tuttle, Jr., editor. Washington, D.C.: National Education Association, 1980. ED 197 521.

*A complete list of schools cited as Centers of Excellence by the National Council of Teachers of English may be obtained by writing to the Council at 1111 Kenyon Road, Urbana, Illinois 61801.

Information about programs for the gifted/talented may also be obtained by contacting the teachers who developed them.

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1111 Kenyon Road, Urbana, Illinois 61801
1986

OERI Office of Educational Research and Improvement U.S. Department of Education

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Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ Date____ _____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED233333
AU: Bartelo,-Dennise-M.; Cornette,-James-H.
TI: A Literature Program for the Gifted: Gifted Writers + Gifted Readers + Positive Reading Attitudes.
PY: 1982
NT: 12 p.; Paper presented at the International Reading Association World Congress on Reading (Dublin, Ireland, July 26-30, 1982).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Ability-Grouping; Creative-Activities; Elementary-Education; Grade-6; Intermediate-Grades; Middle-Schools; Program-Descriptions; Reading-Attitudes; Reading-Instruction; Reading-Materials; Teaching-Methods
DE: *Academically-Gifted; *Critical-Reading; *Language-Arts; *Literature-Appreciation; *Reading-Programs; *Student-Motivation
AB: To provide a differentiated language arts program to meet the needs of highly able and gifted readers and to encourage interest in reading and the development of state reading goals, students in the sixth grade of a middle school in Maryland were grouped by ability for their language arts/reading classes. Students were exposed to a wide variety of reading materials from a variety of publishers, rather than confined to a particular basal reading series. They also learned techniques to help them to read materials critically, and shared their interpretations in small group discussions. In addition, students were asked to select and develop creative projects to elaborate the ideas they gathered from their shared interpretive reading. Projects included sociograms, time machine models, newscasts, games based on story themes, development of floor plans to illustrate particular character traits, sample children's books, and simulation role playing activities. In response to a questionnaire to evaluate the program, 88% of the students stated that they had increased their understanding and appreciation of literature, 75% declared an increase in the amount of time spent reading, 56% disclosed that they had discussed the stories with others outside of class, and 40% reported further reading of stories by the authors presented in the program. (HOD)

AN: ED262513
AU: Baskin,-Barbara; Harris,-Karen-H.
TI: Reading for the Gifted. 1985 Digest.
CS: ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
PY: 1985
AV: ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Beginning-Reading; Childrens-Literature; Reading-Materials; Reading-Material-Selection; Reading-Strategies
DE: *Gifted-; *Reading-Instruction

AB: The importance of reading in curriculum for gifted students is emphasized in the digest which also examines reading curriculum strategies. Highly able readers are seen to have needs for specific assistance in developing more complex skills in choosing books and materials for particular purposes, and in applying learning to real-life problems. Components of superior reading curricula should include language-related strategies, context-related strategies, meaning-related strategies, and reasoning-related strategies. The types of books which present complex concepts in interesting and unusual ways are advocated as particularly valuable for gifted youth. It is further suggested that books for gifted readers be judged on the quality of language, substantiveness of content, and complexity of structure. The potential benefit of carefully chosen and applied software in the reading curriculum is noted. (CL)

AN: EJ296607
AU: Bates,-Gary-W.
TI: Developing Reading Strategies for the Gifted: A Research-Based Approach.
PY: 1984
JN: Journal-of-Reading; v27 n7 p590-93 Apr 1984
AV: UMI
DE: Educational-Research; Secondary-Education; Student-Attitudes; Student-Characteristics; Teaching-Methods
DE: *Academically-Gifted; *Reading-Instruction; *Reading-Material-Selection
AB: Provides a guide for evaluating the appropriateness of material for use with gifted students by summarizing research findings into a profile of the gifted reader. (AEA)

AN: EJ359094
AU: Burns,-Jeanne-M.; Collins,-Martha-D.
TI: Parents' Perceptions of Factors Affecting the Reading Development of Intellectually Superior Accelerated Readers and Intellectually Superior Nonreaders.
PY: 1987
JN: Reading-Research-and-Instruction; v26 n4 p239-46 Sum 1987
AV: UMI
DE: Academic-Achievement; Early-Childhood-Education; Family-Environment; Reading-Processes; Reading-Research
DE: *Academically-Gifted; *Beginning-Reading; *Parent-Participation; *Reading-Achievement; *Reading-Instruction; *Recall-Psychology
AB: Describes a study indicating statistically significant differences between the two groups of intellectually superior four- and five-year-olds in the areas of story recall and print awareness, and that the accelerated readers of this age group tend to have mothers who have deliberately provided their

children with reading instruction. (HTH)

AN: EJ323856
TI: Bytes for Brights.
PY: 1985
JN: G/C/T; n40 p19-23 Sep-Oct 1985
AV: UMI
DE: Computer-Assisted-Instruction; Reading-Instruction
DE: *Computer-Software; *Gifted-; *Language-Arts; *Reading-Skills
AB: The article reviews the mechanics of learning to read and describes three computer programs to teach reading skills and three to build language skills in gifted students. Each of the programs is given an overall rating as well as rating for ease of use, visual appeal, reliability, educational value, documentation, error handling, and value for money. (CL)

AN: EJ318362
AU: Caldwell,-Sarah-T.
TI: Highly Gifted Preschool Readers.
PY: 1985
JN: Journal-for-the-Education-of-the-Gifted; v8 n2 p165-74 Win 1985
DE: Preschool-Education; Reading-Materials
DE: *Early-Reading; *Gifted-; *Reading-Skills
AB: Thirteen young readers (mean age 65.5 months) were compared with 11 nonreaders (mean age 50.4 months). Results of correlations of the Durrell Analysis of Reading Difficulty showed a wide range of abilities on the individual subtests. A subsequent analysis of basal reading texts' teachers' editions revealed a lack of information on teaching early readers. (CL)

AN: EJ306578
AU: Carr,-Kathryn-S.
TI: What Gifted Readers Need from Reading Instruction.
PY: 1984
JN: Reading-Teacher; v38 n2 p144-46 Nov 1984
AV: UMI
DE: Cognitive-Processes; Program-Design; Reading-Programs; Student-Characteristics; Teaching-Methods
DE: *Academically-Gifted; *Learning-Processes; *Reading-Instruction; *Student-Needs
AB: Notes that while gifted students have characteristics that suggest superior reading ability, not all of them become capable readers. Proposes a teaching program that is different in content, method, and pacing to help these children reach their potential. (FL)

AN: ED236533
AU: Cassidy,-Jack
TI: Reading for the Able: The Think Box.
PY: 1983
JN: Reading-'83; v1 n1 p10 Aug 1983
NT: 3 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cognitive-Development; Elementary-Education; Learning-Activities; Learning-Modules; Reading-Instruction
DE: *Academically-Gifted; *Critical-Thinking; *Enrichment-Activities; *Independent-Study; *Reading-Skills
AB: A Think Box is a collection of independent activities based on one theme and housed in an easily transportable container. It is intended to be used as enrichment for students who have already completed their assigned work. The activities are designed to develop higher level skills such as critical thinking or creative reading. They can be part of any curriculum area, but they have particular applicability to reading. A Think Box generally contains 15 task cards, two games or puzzles, and three "other things." Included in this short article is an example of a task card used in a Think Box based on the Laura Ingalls Wilder book, "Little House in the Big Woods." (DC)

AN: EJ336847
AU: Catron,-Rena-M.; Wingenbach,-Nancy
TI: Developing the Potential of the Gifted Reader.
PY: 1986
JN: Theory-into-Practice; v25 n2 p134-40 Spr 1986
AV: UMI
DE: Elementary-Secondary-Education; Enrichment-; Reading-Comprehension; Vocabulary-Skills
DE: *Academically-Gifted; *Reading-Skills; *Teaching-Methods
AB: A gifted reader is defined, and the needs of gifted readers are discussed. Suggestions for meeting those needs are given. (MT)

AN: EJ318314
AU: Contessa,-John; And-Others
TI: Life beyond the Classroom.
PY: 1985
JN: G/C/T; n37 p37-38 Mar-Apr 1985
AV: UMI
DE: Elementary-Education
DE: *Enrichment-; *Gifted-; *Language-Arts; *Outdoor-Education; *Summer-Programs
AB: A summer enrichment program integrated language arts skills with outdoor education to produce a qualitatively different program to meet the needs of gifted students. (CL)

AN: EJ306606
AU: Cooter,-Robert-B., Jr.; Alexander,-J.-Estill
TI: Interest and Attitude: Affective Connections for Gifted and Talented Readers.
PY: 1984
JN: Reading-World; v24 n1 p97-102 Oct 1984
AV: UMI
DE: Elementary-Secondary-Education; Reading-Interests; Reading-Research; Student-Attitudes; Student-Interests
DE: *Academically-Gifted; *Affective-Behavior; *Reading-Ability; *Reading-Attitudes; *Reading-Instruction
AB: Argues that affective dimensions are basic in the development of gifted learners' reading potential. Examines two crucial affective areas--interest and attitude--and suggests instructional applications that can stengthen reading programs for gifted learners. (FL)

AN: EJ334344
AU: Criscuolo,-Nicholas-P.
TI: 15 Effective Ways to Challenge Gifted Readers.
PY: 1986
JN: G/C/T; v9 n2 p39-40 Mar-Apr 1986
AV: UMI
DE: Elementary-Secondary-Education
DE: *Enrichment-Activities; *Gifted-; *Reading-Instruction
AB: Among 15 activities described as effective reading enrichment approaches are setting up a classroom museum, performing tasks involving telephone books, and explaining myths and legends. (CL)

AN: EJ341611
AU: Flack,-Jerry-D.
TI: A New Look at a Valued Partnership: The Library Media Specialist and Gifted Students.
PY: 1986
JN: School-Library-Media-Quarterly; v14 n4 p174-79 Sum 1986
AV: UMI
DE: Elementary-Secondary-Education; Literature-; Media-Specialists; Opinions-; Reading-Interests; Research-Skills; School-Libraries
DE: *Gifted-; *Independent-Study; *Learning-Resources-Centers; *Library-Role; *Library-Skills; *Reading-Material-Selection
AB: Suggests that media specialists can assist gifted learners by teaching them research skills, including the evaluation of information resources and how to design and carry out a plan of study, and by introducing them to good literature. Several model programs for gifted students that can be implemented in schools are described. (EM)

AN: ED270782
AU: Fox,-Deborah
TI: Teaching English to the Gifted Student. ERIC Digest.
CS: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PY: 1986
NT: 3 p.; Printed on colored paper.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Ability-Identification; Admission-Criteria; Definitions-; Elementary-Secondary-Education; English-Curriculum; Gifted-; Program-Evaluation; Talent-Identification; Theory-Practice-Relationship
DE: *Academically-Gifted; *English-Instruction; *Evaluation-Criteria; *Language-Arts; *Resource-Materials
AB: Intended for administrators and policymakers as well as teachers, this digest explores issues related to teaching English to the gifted student. The digest begins by examining the criteria used for identifying gifted/talented students, noting that some successful programs for the gifted in English and language arts do not restrict admission criteria to IQ scores and grade point averages. Next, the digest identifies four principles for developing an effective English and language arts program for the gifted/talented. Finally, the digest identifies resources that exist for teaching English to the gifted/talented as well as criteria used for evaluating English/language arts programs developed for the gifted. (HOD)

AN: EJ336404
AU: Greenlaw,-M.-Jean; McIntosh,-Margaret-E.
TI: Literature for Use with Gifted Children.
PY: 1986
JN: Childhood-Education; v62 n4 p281-86 Mar-Apr 1986
AV: UMI
DE: Art-Appreciation; Curiosity-; Humor-; Individual-Characteristics; Vocabulary-Skills
DE: *Childrens-Literature; *Gifted-; *Literature-Appreciation; *Reading-Interests; *Reading-Material-Selection
AB: Describes reading materials for gifted children ages birth to nine years that correspond to the following characteristics of the gifted: vocabulary, curiosity, sensitivity, beauty, and humor. HOD)

AN: ED265721
AU: Greenlaw,-M.-Jean; McIntosh,-Margaret-E.
TI: Literature for Use with Gifted Children.
PY: 1985
NT: 24 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curiosity-; Elementary-Education; Humor-; Language-Arts; Student-Characteristics; Vocabulary-; Young-Children

DE: *Childrens-Literature; *Creative-Development; *Gifted-; *Personality-Traits; *Reading-Materials
AB: The article examines ways to differentiate the material used in a reading program for gifted students (birth to age 9). Suggested books are provided for the following categories that correspond to recognized characteristics of gifted children: vocabulary (quality retellings of folk tales, word play, poetry, satire, and nuances of language); curiosity (wordless books, imaginative play, informational books on single topics); sensitivity (friendship, peer relationships, relationships with adults); appreciation of beauty (quality illustrations); and humor (absurd situations, sense of fun, and word play). It is concluded that children's literature can become an important part of the reading program and that books can be representative of the strengths of gifted children. (CL)

AN: EJ346937
AU: Howell,-Helen
TI: Language, Literature, and Vocabulary Development for Gifted Students.
PY: 1987
JN: Reading-Teacher; v40 n6 p500-04 Feb 1987
AV: UMI
DE: Associative-Learning; Context-Clues; Primary-Education; Reading-Instruction; Reading-Materials; Reading-Material-Selection; Reading-Processes; Vocabulary-Skills; Word-Recognition
DE: *Academically-Gifted; *Childrens-Literature; *Reading-Games; *Reading-Strategies; *Vocabulary-Development
AB: Outlines diverse strategies (contextual clues, palindromes, figurative language/idioms, etc.) for increasing vocabulary skills of gifted readers in the lower primary grades, using children's literature to supplement good tradebooks. (NKA)

AN: ED282235
AU: Howell,-Helen
TI: Literature, Comprehension, and Gifted Readers.
PY: [1985]
NT: 15 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Literary-Criticism; Picture-Books; Reading-Attitudes; Reading-Comprehension; Reading-Programs; Reading-Skills; Reading-Strategies
DE: *Academically-Gifted; *Childrens-Literature; *Critical-Reading; *Critical-Thinking; *Literature-Appreciation; *Reading-Instruction
AB: Many gifted children enter kindergarten already reading and in need of reading instruction that is different from the regular program. A reading program for gifted youngsters that is literature-based will help develop comprehension skills at the

highest cognitive levels and will also foster the desire to read. Beginning with the interpretation of illustrations in wordless picture books and continuing with print material, children can identify story themes (main ideas), predict plot outcomes, and define characters and setting. Possibilities for developing sequencing skills include: (1) putting the main points on cards, arranging them in order; (2) outlining/telling what happens through creative drama; and (3) using a flannel board and cutouts. Frequent questioning helps children to develop a viewpoint, to analyze characterization and to evaluate various elements in the story. Children with more advanced conceptual development and background can deal with books with more complicated plot structure, such as Beverly Cleary's "Dear Mr. Henshaw" or Natalie Babbitt's "Tuck Everlasting." Students should be encouraged to keep their own journals, an activity that increases language skills and self-understanding. The activities of comparison/contrast may be used advantageously with books by the same author or in series, or with books with similar elements. Book discussion groups are particularly effective when used with gifted children, but care should be taken never to scrutinize, dissect, or analyze until reading literature loses its appeal as an enjoyable lifelong activity. (References and a book list are included.) (NKA)

AN: EJ382037
AU: Jackson,-Nancy-Ewald
TI: Precocious Reading Ability: What Does It Mean?
PY: 1988
JN: Gifted-Child-Quarterly; v32 n1 p200-04 Win 1988
AV: UMI
DE: Individual-Differences; Preschool-Children; Preschool-Education; Reading-Readiness; Reading-Skills
DE: *Academic-Achievement; *Early-Reading; *Gifted-; *Intelligence-; *Parent-Role; *Reading-Ability
AB: This research review concludes that precocious reading ability is a complex skill, and levels of specific subskills vary widely among individuals. Precocious reading ability is moderately associated with general intelligence and with academic achievement. Parents may encourage the early development of reading through natural and mutually enjoyable activities. (Author/JDD)

AN: EJ370074
AU: Judy,-Judith-E.; And-Others
TI: Effects of Two Instructional Approaches and Peer Tutoring on Gifted and Nongifted Sixth-Grade Students' Analogy Performance.
PY: 1988
JN: Reading-Research-Quarterly; v23 n2 p236-56 Spr 1988
AV: UMI
DE: Analysis-of-Covariance; Elementary-Education;

Exceptional-Child-Research; Grade-6; Intermediate-Grades; Reading-Research; Tutoring-
DE: *Academically-Gifted; *Peer-Teaching; *Reading-Instruction
AB: Indicates that students who received direct instruction performed significantly better than students trained in inquiry on the analogy task and control subjects on the comprehension task. Gifted students consistently outperformed nongifted students on all measures, and tutored students performed comparably to students trained by the investigators. (JK)

AN: ED294249
TI: Language Arts for the Secondary Gifted.
CS: Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.
PY: 1986
NT: 59 p.; Program developed through the Florida Challenge Grant Program for the Gifted. For related document, see CS 211 239.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Basic-Skills; Class-Activities; Creative-Thinking; English-Instruction; Grade-9; Grade-10; High-Schools; Honors-Curriculum; Secondary-Education; State-Curriculum-Guides; Study-Skills; Teaching-Methods
DE: *Academically-Gifted; *English-Curriculum; *Language-Arts
AB: Intended for teachers of high school honors English courses, this guide developed by the Escambia County School District (Florida) provides two differentiated curricula appropriate to the unique learning styles of the gifted language arts student. The ninth grade design features six units tied to the theme of individuality, while the tenth grade contains five units focused on the concept of survival. Both units emphasize five cognitive components: thinking skills, content, research skills, basic skills and product. These are cognitively developed through activities in three stages--introduction, practice, and extension. Synthesis activities are encouraged through suggested creative integration topics. Specific activities are prescribed at each developmental level in each skill area. The programs are each designed to cover a one-year time frame. Also included are lists of supplemental readings for each course. (ARH)

AN: ED226318
AU: Lederer,-Debra
TI: Implications of Schema Theory for the Teaching of Critical Reading to Gifted Elementary Students.
PY: [1978]
NT: 17 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cognitive-Processes; Concept-Formation; Elementary-Education; Perception-; Reading-Processes
DE: *Academically-Gifted; *Cognitive-Development; *Critical-Reading; *Reading-Instruction; *Schemata-Cognition;

*Teacher-Role
AB: Fundamental to any critical reading process is the ability of the child to recognize and identify assumptions concerning the world in which he or she lives and brings to the printed page. The unconscious and implicit understandings that a reader and an author hold can fill the slots of developing schemata and become embedded and subsumed in preexisting schematic representations. It becomes imperative, therefore, to teach critical reading skills to gifted children early, before these high-level schemata are formed and brought to bear on the printed page. Once high-level schemata have developed, it becomes more difficult to change existing schematic representations or provide for the flexibility of thought needed to access other possible interpretations of the same passage. Thus, the teacher's role should involve the development of an instructional setting in which students become consciously aware of the assumptions underlying the mental schemata operating upon their organization and interpretation of written information. The use of an externally based, student-centered outline format may facilitate the conscious uncovering of implicit assumptions used in a line of reasoning while at the same time providing a structure within which students can analyze biasing and emotionally loaded statements and arguments from their own perspective as well as from the perspectives of their peers and the author. (HOD)

AN: EJ352439
AU: Ley,-Terry-C.; Trentham,-Landa-L.
TI: The Reading Attitudes of Gifted Learners in Grades Seven and Eight.
PY: 1987
JN: Journal-for-the-Education-of-the-Gifted; v10 n2 p87-98 Win 1987
AV: UMI
DE: Junior-High-Schools
DE: *Gifted-; *Reading-Attitudes
AB: The Mikulecky Behavioral Reading Attitude Measure was administered to 399 gifted seventh and eighth grade students. Although reading attitudes were generally positive, nearly twice as many subjects were classified at the two lowest stages of attitude internalization than at the two highest stages. (Author/DB)

AN: EJ311879
AU: Mangieri,-John-N.; Madigan,-Faye
TI: Issues in Reading Instruction for the Gifted: Reading for Gifted Students: What Schools Are Doing.
PY: 1984
JN: Roeper-Review; v7 n2 p68-70 Nov 1984
AV: UMI
DE: Elementary-Education; Reading-Programs

DE: *Environment-; *Gifted-; *National-Surveys;
*Reading-Instruction
AB: Results of questionnaires completed by 150 school districts throughout the county revealed that reading programs for gifted students focused on enrichment, emphasized teacher recommendation in student selection, shared use of basal series with nongifted students, came under the regular classroom teacher's responsibilties, and featured high degrees of parent-school communication. (CL)

AN: EJ311881
AU: Martin,-Charles-E.
TI: Why Some Gifted Children Do Not Like to Read.
PY: 1984
JN: Roeper-Review; v7 n2 p73-75 Nov 1984
AV: UMI
DE: Intermediate-Grades; Junior-High-Schools
DE: *Gifted-; *Reading-Attitudes
AB: Reading attitude instruments were administered to 124 sixth-, seventh- , and eighth-grade students (gifted, average, or below average). Students were then classified with positive or negative reading attitudes and their responses analyzed. Classroom activities were suggested selecting reading materials, designing prereading activities, providing challenge, and assessing interests and attitudes. (Author/CL)

AN: EJ348949
AU: McCann,-Maria
TI: Gifted Children: Enriching their Literacy Skills.
PY: 1986
JN: Australian-Journal-of-Reading; v9 n4 p251-57 Nov 1986
DE: Acceleration-Education; Creative-Activities;
Critical-Thinking; Enrichment-Activities; Imagery-;
Independent-Study; Learning-Strategies; Reading-Processes;
Reading-Programs; Special-Classes; Talent-; Writing-Processes
DE: *Academically-Gifted; *Gifted-; *Reading-Instruction;
*Special-Programs; *Writing-Instruction
AB: Discusses how hard it is to define the gifted child and the difficulty of enriching and extending gifted children in the areas of reading and writing. Recommends starting the gifted sooner or accelerating them more quickly through a program, among other strategies. (NKA)

AN: ED244472
AU: McIntosh,-Margaret-E.
TI: An Historical Look at Gifted Education as It Relates to Reading Programs for the Gifted.
PY: [1982]
NT: 63 p.

PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Definitions-; Elementary-Secondary-Education
DE: *Acceleration-Education; *Enrichment-; *Gifted-; *History-; *Reading-Instruction
AB: The paper reviews the history of gifted education in the United States since the late 1800's, with particular emphasis on reading and reading instruction. Definitional issues are examined, and the impact of social forces upon the changing conceptions of the population is analyzed. The history of gifted services begins with the writings of F. Galton and continues through early programing efforts in Cleveland and St. Louis, the beginnings of advanced placement courses, and prototype early intervention approaches. A section on research notes trends while another section comments on possible causes for the renewed interest in gifted education as well as the potential for a decline in interest in the years to come. Research on the kinds of reading experiences and instructon needed by gifted students is considered. The importance of teaching critical and creative reading is stressed. (CL)

AN: EJ306835
AU: Pennington,-Cynthia-Raker
TI: Evaluating Books for the Gifted Reader.
PY: 1984
JN: G/C/T; n34 p15-18 Sep-Oct 1984
AV: UMI
DE: Creative-Development; Evaluation-Methods; Reading-Materials
DE: *Gifted-; *Reading-Material-Selection
AB: Components of a checklist for evaluating books for gifted children include critical and developmental skills (vocabulary, critical reading skills, story content); creativity (opportunity for imagination, potential for creative follow-up); comprehension; and application (role models, interest, and relevance). (CL)

AN: EJ345442
AU: Robinson,-Ann
TI: Elementary Language Arts for the Gifted: Assimilation and Accommodation in the Curriculum.
PY: 1986
JN: Gifted-Child-Quarterly; v30 n4 p178-81 Fall 1986
AV: UMI
NT: Special Issue: Curriculum.
DE: Elementary-Education; Reading-Instruction; Writing-Instruction
DE: *Curriculum-Development; *Curriculum-Enrichment; *Gifted-; *Language-Arts
AB: Assimilation and accommodation are two approaches for developing language arts curricula for gifted elementary grade students. Some adaptations, such as more individualized reading

may be readily assimilated into existing curricula. Other changes, such as providing opportunities for technical writing, require more accommodation of current methods, materials, or scope and sequence documents. (CB)

AN: ED263733
AU: Robinson,-Richard-D.; Fehrle,-Carl-C.
TI: The Gifted Child and the Classroom Reading Program.
CS: Missouri Univ., Columbia. Extension Div.
PY: [1984]
AV: Extension Publications, 222 South 5th St., University of Missouri, Columbia, MO 65211 ($1.50 each, 10% discount for 10 or more).
NT: 20 p.; A publication of the Program of Continuing Professional Education.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curriculum-Development; Elementary-Education; Program-Development; Reading-Materials
DE: *Gifted-; *Reading-Instruction; *Reading-Programs; *Reading-Skills
AB: The booklet examines a special program for gifted readers in the elementary classrooms. Following a brief review of the gifted population and typical characteristics of the gifted child, the booklet addresses such program planning aspects as decisions regarding special vs. regular class placement. Program development issues include decisions regarding time factors, reading materials, special resources, local school policy, and teacher attitudes. Guidelines for teachers in developing a reading curriculum suggest the importance of individualization, flexible reading assignments, self-directed learning and guidance in critical and creative reading skills. The booklet concludes with a list of suggested reading activities, such as incorporating other areas of language into the reading program, allowing time for independent reading, and providing a wide variety of reading materials. (CL)

AN: EJ345563
AU: Roderick,-Juanita-A.; Jackson,-Patricia
TI: TV Viewing Habits, Family Rules, Reading Grades, Heroes and Heroines of Gifted and Nongifted Middle School Students.
PY: 1986
JN: Roeper-Review; v9 n2 p114-19 Nov 1986
AV: UMI
DE: Intermediate-Grades; Middle-Schools; Student-Interests
DE: *Gifted-; *Hobbies-; *Parent-Influence; *Reading-Achievement; *Recreational-Activities; *Television-Viewing
AB: The responses of gifted (N+65) and nongifted (N+65) fifth- through eighth-graders to a questionnaire indicated that the groups differed significantly in terms of television viewing habits, family rules about television viewing, reading grades,

television heroes, and out-of-school activities, suggesting the importance of family influence on viewing habits. (CB)

AN: EJ360657
AU: Ross,-Elinor-P.; Wright,-Jill
TI: Matching Teaching Strategies to the Learning Styles of Gifted Readers.
PY: 1987
JN: Reading-Horizons; v28 n1 p49-56 Fall 1987
AV: UMI
DE: Early-Reading; Elementary-Education; Instructional-Effectiveness; Reading-Achievement; Reading-Research
DE: *Cognitive-Style; *Gifted-; *Reading-Instruction; *Teaching-Methods
AB: Identifies cognitive characteristics and learning style preferences of gifted readers, and presents instructional guidelines for accommodating those preferences. (HTH)

AN: ED262388
AU: Ross,-Elinor; Wright,-Jill
TI: Teaching Strategies to Fit the Learning Styles of Gifted Readers in the Middle Grades.
PY: 1985
NT: 22 p.; Adapted from a paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Secondary-Education; Learning-Activities; Middle-Schools; Teaching-Methods; Vocabulary-Development
DE: *Academically-Gifted; *Cognitive-Style; *Language-Arts; *Reading-Instruction; *Reading-Material-Selection; *Student-Characteristics
AB: Before working with middle school gifted students, the teacher should be aware of the characteristics and learning style preferences of these students. For example, the years from 9 to 13 are a time of physical, social, emotional, and cognitive change--also called an "age of ambivalence." Many of these students tackle decision making sooner and reach the stage of formal operations (abstract thinking) earlier than their peers. Consequently, certain teaching preferences become apparent. Teachers should accept challenges brought by gifted students, and they should offer new and alternative ways of helping them view their problems. Several approaches or strategies for teaching reading and the language arts follow logically from traits of gifted students that have been identified: e.g., directed reading-thinking activity, the individualized approach, and the merging of instruction in reading and writing. Gifted students also need access to the library whenever possible, and the library serves as an excellent means for crossing subject matter

boundaries. The characteristics of gifted readers are also related to certain types of literature. The kinds of books that gifted readers are likely to enjoy can be found among the selections in the annual list of "Children's Choices," a project of the International Reading Association-Children's Book Council Joint Committee. (Appendixes include an annotated list of readings taken from lists published from 1980 to 1985 and suggested reading/language activities to challenge gifted students.) (HOD)

AN: EJ311880
AU: Rupley,-William-H.
TI: Reading Teacher Effectiveness: Implications for Teaching the Gifted.
PY: 1984
JN: Roeper-Review; v7 n2 p70-72 Nov 1984
AV: UMI
DE: Elementary-Education; Reading-Diagnosis; Time-on-Task
DE: *Gifted-; *Reading-Instruction; *Teacher-Effectiveness
AB: Research on teacher effectiveness in reading instruction is reviewed and implications for gifted students are noted for four areas: reading diagnosis, teacher-directed instruction, opportunities to learn and practice, and engagement in learning. (CL)

AN: EJ373449
AU: Schack,-Gina-D.
TI: Methodologies of the Disciplines: A Key to Differentiated Education for the Gifted.
PY: 1988
JN: Roeper-Review; v10 n4 p219-22 May 1988
AV: UMI
DE: Enrichment-Activities; Independent-Study; Individualized-Instruction; Professional-Occupations; Secondary-Education
DE: *Academically-Gifted; *Creative-Thinking; *Intellectual-Disciplines; *Research-Methodology; *Supplementary-Reading-Materials; *Teaching-Methods
AB: Teaching students the methodologies used by practicing professionals can increase creative productivity, levels of understanding, and motivation levels of bright students. How-to books can be used to explain these methodologies, by serving a mentor-in-print role, introducing students to new topics and processes, or providing a supplement to the regular curriculum. (Author/JDD)

AN: EJ295559
AU: Swanton,-Susan-I.
TI: Minds Alive--What and Why Gifted Students Read for Pleasure.

PY: 1984
JN: School-Library-Journal; v30 n7 p99-102 Mar 1984
AV: UMI
DE: Adolescents-; Children-; Comparative-Analysis; Elementary-Education; Questionnaires-; School-Surveys
DE: *Academically-Gifted; *Adolescent-Literature; *Childrens-Literature; *Elementary-School-Students; *Reading-Materials; *Recreational-Reading
AB: Presents results of survey analyzing pleasure reading habits of gifted and other elementary school students covering types of books, where books are obtained, favorite authors, importance of reading, activities that encouraged reading, early childhood books, number of books owned, and enjoyment of reading. Role of schools and libraries are discussed. (EJS)

AN: EJ334345
AU: Vetrone,-Karen
TI: No Need to See.
PY: 1986
JN: G/C/T; v9 n2 p41-45 Mar-Apr 1986
AV: UMI
DE: *Adolescent-Literature; *Class-Activities; *Gifted-; *Reading-Materials
AB: A literature unit is based on three books with major characters to whom gifted students can relate: "A Wrinkle in Time" by M. Engel, "The Mark of Conte" by S. Levitin, and "Very Far Away from Any Place Else" by U. LeGuin. (CL)

AN: ED243093
AU: Wingenbach,-Nancy-Gard
TI: The Gifted Reader: Metacognition and Comprehension Strategies.
PY: 1984
NT: 29 p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education; Reading-Processes; Reading-Skills
DE: *Academically-Gifted; *Metacognition-; *Reading-Comprehension; *Reading-Research; *Reading-Strategies
AB: To examine the comprehension process employed by gifted readers and to identify the various metacognitive strategies they employ, 100 gifted student volunteers in grades 4 through 7 were administered the Iowa Tests of Basic Skills (ITBS), Reading Subtests 11 and 13. The students also completed a questionnaire to determine metacognitive awareness of strategy selection and use. Based on grade equivalence results of the ITBS subtest, level 13, the top five students in each grade level were selected to participate in protocol analysis of the comprehension process

and an interview. Students were given two short passages with related questions from ITBS level 14 and asked to stop at indicated points to describe the text and what they were thinking. Findings revealed that all participants scored above grade level placement, and that students perceived their use of (1) failure to understand a clause, (2) rereading, (3) information about the story to understand context, (4) use of context to obtain meaning of words, (5) identification of main ideas and significant details, and (6) use of imagery, a previously unidentified strategy. The results suggest a need for teacher awareness of the comprehension process and metacognitive strategies. These could be incorporated into both critical and creative reading instruction, along with the general techniques of guided reading and structured overviews. (CRH)

AN: ED292223
AU: van-Stekelenburg,-A.-V.
TI: Classics for the Gifted: Evaluation.
PY: 1984
NT: 10 p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classical-Literature; College-Curriculum; Elementary-Secondary-Education; FLES-; Higher-Education
DE: *Classical-Languages; *Communication-Skills; *Cultural-Awareness; *Gifted-; *Reading-Improvement; *Second-Language-Instruction
AB: Classical studies have value for all students and particular benefits for gifted students at all educational levels. A gradual retrenchment of formal, philological classical studies in elementary and secondary schools and universities has taken place in the last four decades. Once traditional Latin and Greek were dropped, however, many colleges recognized disadvantages faced by students lacking such training, especially those studying the arts; these colleges reinstituted classical civilization courses to provide the necessary background. The study of Latin and Greek, as with any other language, can enhance personality development through a broader awareness of another culture. Translation is a creative activity that heightens one's sensitivity to language structure and thereby improves one's communicative abilities. Also significant is the employment of classical studies at a lower, nonliterary level. Through the Foreign Language in Elementary School program, introduced in 1966, basic Latin instruction was begun in elementary schools. Test results showed that English reading scores of students who took any foreign language were significantly higher than those who took none. Additionally, English reading scores of students with one year of Latin instruction were higher than those who were in their fourth year of Spanish or French. (VW)

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